

**Standard USHC-8:** The student will demonstrate an understanding of the impact of World War II on United States' foreign and domestic policies.

**USHC-8.3** Summarize the impact of World War II and war mobilization on the home front, including war bond drives, rationing, the role of women and minorities in the workforce, and racial and ethnic tensions such as those caused by the internment of Japanese Americans. (H, E)

**Taxonomy Level:** 2B Understand/ Conceptual Knowledge

**Previous/future knowledge**

In the 5th grade, students summarized the political and social impact of World War II including changes in women's roles, in attitudes toward Japanese Americans, and in nation-state boundaries and governments (5-4.5). They also summarized key developments in technology, aviation, weaponry, and communication and explained their effect on World War II and the economy of the United States. (5-3.6)

In the 7<sup>th</sup> grade, students explained the... outcomes of World War II, including the human costs and impact of the war both on civilizations and on soldiers (7-5.5).

In the 8th grade, students summarized the significant aspects of the economic growth experienced by South Carolina during and following World War II (8-7.1).

**It is essential for the students to know:**

The fighting of World War II required the total **mobilization** of the American economy and the United States government and American society on the home front. At the urging of the Roosevelt administration, private industries converted to war production even before Pearl Harbor to supply the allies through Lend Lease. In order to finance the war, **war bond drives** marshaled all of the techniques of modern advertising to persuade citizens to lend money to the American government by purchasing war bonds. Although citizens were urged to plant victory gardens and conserve resources as during World War I, persuasion was not enough. During World War II, **rationing** of scarce resources was made mandatory through the allocation of ration coupon booklets.

It was the war effort that finally pulled the United States out of the Great Depression by providing jobs for not only men but also for **women and minorities**. Because young men were needed on the battle field, women were urged to join the workforce and often took traditionally male jobs. "Rosie the Riveter" became an icon of the period. A leader of an African American labor union [A. Philip Randolph] threatened to organize a march on Washington demanding equal access to war-time jobs. In response, President Roosevelt issued an executive order establishing a commission to ensure that war time jobs be open to African American workers. Mexican workers were also welcomed into the United States to take the place of American farm workers who had enlisted or been drafted.

**Racial and ethnic tensions** impacted American society despite the unifying experience of the war effort and wartime propaganda. African American soldiers served in segregated units and faced discrimination as they trained on military bases in the South. Many young northern African Americans experienced the humiliation of Jim Crow laws for the first time. Young Mexican Americans were attacked in Los Angeles because their clothing was considered un-American. After Pearl Harbor, the western states, fearing a surprise attack and expressing their ethnic prejudices, urged President Roosevelt to take action against their Japanese residents and Japanese American citizens. Without any evidence of wrong doing, Japanese residents and Americans of Japanese descent were ordered to sell their property and belongings and to report for deportation to camps in inland deserts. The Supreme Court upheld the establishment of these **internment** camps by the United States government.

**It is not essential for the students to know:**

Students do not need to recall the names of the various government agencies that organized and supervised mobilization such as the War Production Board, the Office of Price Administration or the Fair Employment Practices Commission. They need not know about the role of Hollywood in the war bond drives or the number of such drives. They do not need to know about the role of women in the military through the WAVES and the WAACS or as nurses or about the role of specific African Americans during the war, such as the Tuskegee Airmen. They do not need to know that A. Philip Randolph was the leader of the Brotherhood of Sleeping Car Porters or that he was the organizer of the March on Washington in 1963. They do not need to remember that the program to bring Mexican workers to the United States was called the *bracero* program or that their offending clothing was the zoot-suit. They do not need to be able to recall that *Korematsu vs United States* was the case that upheld the right of the government to confine Japanese Americans in internment camps or that his position was later reversed and restitution paid to surviving internees. Students do not need to remember that some Japanese Americans, such as Senator Daniel Inouye, were allowed to serve as American soldiers in the European theater.

**Assessment guidelines:**

Appropriate assessments would require students to be able to **compare** the wartime economy and racism during World War I and World War II. Students should be able to **explain** the impact of the war effort on the depressed American economy and its impact on women and minorities. They should be able to **interpret** maps, graphs and propaganda posters and **infer** their relationship to information about the time period. They should be able to **infer** long term consequences for minorities in the post-war period such as the civil rights and women's rights movements.